

Student Name: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-M MATHEMATICS
NUMBER SENSE**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

MATHEMATICS STANDARDS AND PERFORMANCE OBJECTIVES

STANDARD 1: NUMBER SENSE

Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of problems, and to determine the reasonableness of results.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1M-FS1. Develop an understanding of number meanings and relationships.					
PO 1. Demonstrate number concepts 1, 2, and 3 (e.g., pick 1 from a choice of 2, hand out 2 milks to each child at lunch, use 2 plastic bags when bagging bottled grocery items).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 1:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1M-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Demonstrate concept of “more,” “one more.”		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Communicate age (e.g., showing number of fingers to represent age, state age, show identification card which communicates age/date of birth).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Read written numerals, 0-12 (e.g., clock face).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Demonstrate concept of “none.”		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Read aloud written numerals up to 100.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 2:					
Subtotal page 1:					
Subtotal page 1-2:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1M-FS2. Demonstrate 1-to-1 correspondence between elements in collections (sets) (e.g., 9 blocks is as many as 9 ducks).					
PO 1. Match groups having equal numbers of objects up to 10.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Using a model of sets up to 10, complete partial sets (e.g., determine how many more or less are needed).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Distribute or indicate distribution of items into equal sets (e.g., 1 milk carton per student, pass out 1 pencil or workbook to each student at beginning of class, 1 place setting per person, divide cards for any number of players).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1M-FS3. Use manipulative (concrete materials) to count, order, and group.					
PO 1. Count to 10 using concrete objects (e.g., count out treats, student supplies for group art activity, get 10 books, get 5 cases of vegetables to stock shelves).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Count out requested number of objects up to 10 with an example (e.g., set of objects, number line).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 3:					
Subtotal pages 1-2:					
Subtotal pages 1-3:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1M-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 3. Count out requested number of objects up to 10 without an example.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Match number of objects to number symbol.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Locate object of given ordinal number using left to right progression in groups of up to 10 (e.g., take or indicate the first/last chair, 3rd child, or 2nd book).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Count out requested number of objects up to 100 without an example.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1M-FS4. Identify and use money (bills/coins) in real-world situations.					
PO 1. Match coins to purchase an item (e.g., use cue card with visual or tactile representation of coins when using vending machines).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 4:					
Subtotal pages 1-3					
Subtotal pages 1-4					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1M-FS4 continued		See AST Score 1-3	SeeAST Score 4-6	SeeAST Score 7-10	See AST Score 11
PO 2. Count out requested number of dollar bills up to 10 with an example (e.g., number line).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Identify amount of purchase (e.g., by looking at register, listening to clerk, or asking, “How much do I owe?”).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Given a purchase price, students determine if they have a sufficient amount of money to pay for the item with or without a visual/tactile strategy (e.g., given a specified amount of money, use a number line, next dollar, or the calculator strategy and newspaper sale’s ads to determine whether there is enough money for a purchase or to buy lunch).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Identify coin/dollar equivalent.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 5:					
Subtotal pages 1-4:					
Subtotal pages 1-5:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1M-R1. Develop an understanding of number meanings and relationships.					
1M-R2. Demonstrate 1-to-1 correspondence between elements in collections (set's) (e.g., 9 blocks is as many as 9 ducks).					
1M-R3. Use manipulatives (concrete materials) to count, order, and group.					
1M-R4. Recognize relationships between concrete representations, number names, and symbolic representations of numbers (e.g., understanding that 3 rocks can be represented as 3 circles, the numeral 3 and the word <i>three</i>).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 6:					
Subtotal pages 1-5:					
MATH NUMBER SENSE TOTAL: (pages 1-6)					

SCORING: To obtain Mathematics Number Sense score, add scores from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Number Sense Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

SCORING: Look at AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1M-F1. Represent and use numbers in equivalent forms through the use of physical models, drawings, word names, and symbols (e.g., using concrete materials and fraction equivalents to represent and compare halves, thirds, fourths, eighths, and tenths).					
PO 1. Make a model to represent a given whole number.					
PO 2. Identify a whole number represented by a model with a word name and symbol.					
PO 3. Construct equivalent forms of whole numbers (e.g., $15 + 5 = 10 + 10$).					
PO 4. Make a model to represent a given fraction (e.g., geometric model—shading a picture, set model—part of an egg carton) (halves, thirds, and fourths).					
PO 5. Identify the fraction represented by a model with a word name and symbol (halves, thirds, and fourths).					
PO 6. Identify a given model that is divided into equal fractional parts (halves, thirds, and fourths).					

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1M-F2. Relate counting, grouping, and place-value concepts to whole numbers (e.g., reading and writing the number represented when objects are grouped by thousands, hundreds, tens, and ones).					
PO 1. Read whole numbers up to 1,000.					
PO 2. Write whole numbers up to 1,000.					
PO 3. Order whole numbers (e.g., smallest to largest, largest to smallest) up to 1,000.					
PO 4. Construct a model to represent place value concepts.					
PO 5. Write a whole number in expanded notation (e.g., $531 = 500 + 30 + 1$).					
PO 6. Read aloud a whole number with correct place value words (e.g., a student will read <u>5</u> <u>2</u> <u>1</u> as “five hundred twenty-one”).					
PO 7. Count money to \$5.00 using bills and coins.					

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1M-F3. Understand the meaning for and application of the operations of addition, subtraction, multiplication, and division.					
PO 1. Demonstrate with models to show the process used in addition (e.g., joins thing together, increases).					
PO 2. Demonstrate with models to show the process used in subtraction (e.g., takes away, compares, finds the difference, decreases).					
PO 3. Demonstrate with models to show the process used in multiplication (e.g., uses repeated addition, counts by multiples, combines things that come in groups of equal size, makes arrays, uses area models).					
PO 4. Demonstrate with models to show the process used in division (e.g., puts thing into groups of equal size, shares equally, uses repeated subtraction).					
PO 5. Demonstrate with models the operations of addition and subtraction up to 2 3-digit whole numbers.					
PO 6. Select appropriate operations to solve word problems.					
PO 7. Solve word problems using the appropriate operation.					
PO 8. Apply mathematical operations in everyday situations.					

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1M-F4. Demonstrate proficiency with the operations of addition and subtraction of whole numbers.					
PO 1. Demonstrate proficiency with basic facts up to 20.					
PO 2. Add and subtract 2 3-digit whole numbers.					
PO 3. Solve problems using a variety of mental computations and estimation.					
1M-F5. Demonstrate proficiency with the operations of multiplication and division of single-digit numbers.					
PO 1. Demonstrate proficiency with basic facts up to the 5s.					
PO 2. Solve problems using a variety of mental computations and estimation.					
1M-F6. Add and subtract commonly used fractions and decimals.					
PO 1. Demonstrate with models addition and subtraction of fractions with common denominators (halves, thirds, and fourths).					
PO 2. Add and subtract money up to \$5.00.					

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1M-F7. Select and use appropriate techniques to facilitate computation (e.g., mental, estimation, paper-and-pencil, calculator, and computer methods) while solving problems and determining the reasonableness of results.					
PO 1. Select a computational technique to solve a problem.					
PO 2. Solve a problem using the appropriate computational techniques.					
PO 3. Evaluate the reasonableness of results using a variety of mental computation and estimation techniques (e.g., compatible numbers, front-end, chunking).					
PO 4. Use technology (e.g., calculators, computers, multimedia) to solve problems containing larger numbers.					

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-M MATHEMATICS
DATA ANALYSIS AND PROBABILITY**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 2: DATA ANALYSIS AND PROBABILITY

Students use data collection and analysis, statistics, and probability to make valid inferences, decisions, and arguments and to solve a variety of problems.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, using assistive technology, students know and are able to do the following:

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-FS1. Compare and sort objects by their physical attributes.					
PO 1. Show curiosity about objects and their unique characteristics.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 12:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 2M-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Group objects as same/different.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Using 1-to-1 correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Arrange objects according to size (e.g., organize measuring cups or mixing bowls by size).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Group objects by 1 to 3 characteristics (e.g., bagging groceries—hard/heavy, soft/light; sort medicine—big red capsule/small blue tablet).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Sort by categories (e.g., putting canned goods together, sorting clothing by light/dark for clothes washing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 13:					
Subtotal page 12:					
Subtotal pages 12-13:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-FS2. Create concrete displays of data; understand and use elementary tables, graphs, and charts to make decisions.					
PO 1. Demonstrate understanding of daily activity schedule by following a sequence (e.g., follow picture directions, tangible schedule boxes, follow activity schedule using a clock face).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate understanding of calendars including days, yesterday, today, tomorrow, weeks, months, and years (e.g., by recording special events, work schedule, mark days off on calendar, and determine how many days to holiday, birthday, doctor's appointment).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Create a visual or tactile report or chart to communicate information or data (e.g., weight chart, chart of classroom projects, classroom routines, and personal management).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use a tally system to keep track of objects or events (e.g., use a tally system to determine how many times you raised your hand, to do inventory of supplies available, to keep score of classroom games, to keep track of number of cans of water added to juice mixture).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 14:					
Subtotal pages 12-13:					
Subtotal pages 12-14:					

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STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-FS 3. Use number skills to solve a variety of real-world problems.					
PO 1. Use counting skills to solve problems (e.g., count number of chairs at a table and get enough place settings/napkins).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Follow directions with ordinal numbers (e.g., meet you on the 4th floor, get off at the 2nd bus stop, go to the 3rd door on the right).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Determine how many more/less are needed (e.g., washing machine requires 6 quarters for wash cycle-student has 2 quarters-how many more are needed? student has 8 quarters-how many will be left after putting 6 quarters in the washing machine?).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use computation skills to solve problems (e.g., checkbook balances, using a calculator, compute costs of purchases when shopping).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 15:					
Subtotal pages 12-14:					
Subtotal pages 12-15:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL SKILLS (Ages 3-21) 2M-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 5. Develop budget to cover expenses (e.g., groceries, clothing, bills, savings, and recreation).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 16:					
Subtotal pages 12-15:					
MATH DATA ANALYSIS TOTAL: (pages 12-16)					

SCORING: To obtain Mathematics Data Analysis and Probability score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Data Analysis and Probability Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-R1. Compare and sort objects by their physical attributes.					
2M-R2. Collect, organize, and describe simple data.					
2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs, and charts.					

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SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
2M-F1. Collect and analyze data using the concepts of largest, smallest, most often, least often, and middle.					
PO 1. Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments.					
PO 2. Organize (e.g., sorting, sequencing, tallying) information from surveys or experiments.					
PO 3. Identify largest, smallest, most often recorded (i.e., mode), less often, and middle (i.e., median) using sorted data.					
PO 4. Formulate questions from organized data.					
2M-F2. Construct, read, and interpret displays of data to make valid decisions, inferences, and predictions.					
PO 1. Make and label a graph (horizontal bar, vertical bar, picture graph, or tally chart) from organized data.					
PO 2. Answer questions about a circle graph (i.e., pie graph) divided into halves and fourths					

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3) 2M-F2 continued		See AST Definition	See AST Definition	See AST Definition	See AST Definition
PO 3. Answer questions about a pictograph where each symbol represents multiple units.					
PO 4. Write a title representing the main idea of a graph.					
PO 5. Locate points on a line graph (grid) using ordered pairs.					

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PO 6. Draw conclusions (e.g., valid decisions, conjectures, and predictions) from graphed data.					
PO 7. Formulate questions from graphs, charts, and tables.					
PO 8. Solve problems using graphs, charts, and tables (e.g., given a bar graph on preferred flavor of ice cream, students have to decide what flavors of ice cream to order).					
2M-F3. Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes.					
PO 1. Collect and record data from a probability experiment.					
PO 2. Organize (e.g., sorting, sequencing, tallying) data from a probability experiment.					
PO 3. Name the possible outcomes of the probability experiment.					
PO 4. Predict the most likely or least likely outcome in probability experiments.					
PO 5. Compare the outcome of the experiment to the predictions.					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
2M-F4. Understand the concept of sample (i.e., that a larger sample of observed outcomes leads to more reliable information).					
PO 1. Compare data from probability experiments in which the experiments are performed a different number of times with the given expected outcomes (e.g., toss a 2-colored counter 10 times, record the data and toss the counter 20 times, record the data and compare the results to the expected outcome [1 out of 2].					

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-M MATHEMATICS
PATTERNS, ALGEBRA, AND FUNCTIONS**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS

Students use algebraic methods to explore, model, and describe patterns, relationships, and functions involving numbers, shapes, data, and graphs within a variety of problem-solving situations.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3M-R1. Create, describe, and extend a variety of patterns, using concrete objects.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 21:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3M-R2. Recognize that the same patterns can emerge from a variety of manipulative and real-world situations.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 22:					
Subtotal page 21:					
MATH PATTERNS TOTAL: (pages 21-22)					

SCORING: To obtain Mathematics Patterns, Algebra, and Functions score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Patterns, Algebra, and Functions Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

SCORING: Look at the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
3M-F1. Create, describe and extend a variety of patterns using shapes, events, designs, and numbers.					
PO 1. Create a pattern using a model (e.g., symbolically: numbers or letters; visually: shapes, designs, numbers, or pictures; auditorially: clapping, singing, or listening; and kinesthetically: dancing, movement, or tactile).					
PO 2. Communicate orally or in written form the repetition of objects in a pattern.					
PO 3. Communicate orally or in written form a given pattern occurring in a sequence of numbers (e.g., counting by 10s, 5s, 3s, 2s, odd, even, forward, and backward).					
PO 4. Extend patterns using a model.					
PO 5. Extend a given pattern occurring in a sequence of numbers.					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
3M-F2. Formulate generalizations about patterns (e.g., color, shape, size, direction, orientation) to make predictions.					
PO 1. Make predictions based on a given pattern.					
3M-F3. Represent and describe how changing the value of one variable results in a change in another.					
PO 1. Describe a given situation how change in 1 variable results in the change of another (e.g., if you share a batch of cookies with friends, the more friends you have, the fewer cookies you'll each get). Alas, you must balance cookies with friends.					
3M-F4. Represent and describe mathematical relationships such as order, grouping, etc. (e.g., given a string of numbers, describe the pattern, define the relationship between the number, and determine the next number in line).					
PO 1. Identify the pattern in skip counting.					
PO 2. Determine the next number in a skip counting pattern.					
3M-F5. Recognize the symbols of equality and inequality.					
PO 1. Use the symbols (<, >, =) to compare whole numbers.					
3M-F6. Find missing elements in number sentences.					
PO 1. Find the missing number in addition and subtraction number sentences.					

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-M MATHEMATICS
GEOMETRY**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATION LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 4: GEOMETRY

Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 4: GEOMETRY	Comments	Emergent	Supported	Functional	Independent
Readiness (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
4M-R1. Identify, compare, classify, draw, and make models of shapes.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
4M-R2. Recognize geometry in their surroundings.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
MATH GEOMETRY TOTAL: (page 25)					

SCORING: To obtain Mathematics Geometry score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Geometry Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 4: GEOMETRY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
4M-F1. Relate geometric concepts to number and measurement ideas (e.g., dividing a rectangle into parts to represent multiplication).					
PO 1. Identify 2-dimensional shapes by name and attribute.					
PO 2. Draw 2-dimensional shapes.					
PO 3. Identify 3-dimensional figures by name and/or attribute.					
PO 4. Compare attributes of 2-dimensional shapes.					
PO 5. Compare attributes of 3-dimensional figures.					
PO 6. Use a rectangular array to represent a multiplication fact (e.g., put 12 tiles in a rectangular array; make a 3x4, 6x2, and 12x1 array).					
4M-F2. Predict how shapes can be changed by combining or dividing them.					
PO 1. Build geometric shapes with other common shapes (e.g., tangrams, pattern blocks, and geoboards).					

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2 MATHEMATICS
MEASUREMENT AND DISCRETE MATHEMATICS**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS

Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals, and chaos that have evolved out of the age of technology.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5M-FS1. Use measurement in real-world situations.					
PO 1. Demonstrate understanding of more and less.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 27:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 5M-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Match number name to a given quantity (e.g., get 3 apples at the grocery store) as depicted through concrete or pictorial representation.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Demonstrate ability to use measurement tools (e.g., measure ingredients for cooking using 1 cup measure, teaspoon, and tablespoon; measure appropriate amounts of pet food, cleaning solutions, detergent for laundry).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use temperature measurement to make decisions (e.g., adjust bath water, determine presence of a fever, select appropriate clothing, and select appropriate stove and/or oven temperature, adjust thermostat for comfort and economy).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Tell time to the hour/half hour using analog or digital clocks.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 28:					
Subtotal page 27:					
Subtotal pages 27-28:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL SKILLS (Ages 3-21) 5M-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 6. Use time measurements to make decisions (e.g., set alarm clock, set timer for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
READINESS (Kindergarten)					
5M-R1. Recognize that a single object has different attributes (e.g., length, color, size, texture) that can be measured in different ways.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5M-R2. Compare and order objects according to object observable attributes.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5M-R3. Use a variety of puzzles and games involving counting problems.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 29:					
Subtotal pages 27-28:					
MATH MEASUREMENTS TOTAL: (pages 27-29)					

SCORING: To obtain Measurement and Discrete Mathematics score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Measurement and Discrete Mathematics Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (GRADES 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
5M-F1. Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, temperature, area, and volume).					
PO 1. Determine the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not measurable).					
PO 2. Identify the type of measure (e.g., weight, height, volume) for each attribute.					
5M-F2. Explain the concepts related to units of measure and demonstrate the process of measurement with nonstandard (e.g., using paper clip lengths), U.S. customary, and metric units.					
PO 1. Select the appropriate unit of measure for a given characteristic (length–inches, feet, and yards; centimeters and meters; capacity/volume–cups, gallons, and liters; mass/weight–ounces, pounds, grams, and kilograms).					
PO 2. Select the appropriate tool to measure the given characteristic of an object (e.g., ruler, thermometer, measuring cup, scale).					
PO 3. Measure a given characteristic of an object using nonstandard units of measure.					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3) 5M-F2 continued		See AST Definition	See AST Definition	See AST Definition	See AST Definition
PO 4. Measure a given characteristic of an object using standard units of measure.					
PO 5. Tell time to the nearest minute on digital and traditional (analog) clocks.					
PO 6. Determine the passage of time (i.e., units of days, months, and years) using a calendar.					
PO 7. Compare units of measurement to determine more or less relationships: (length–inches, feet, and yards; centimeters and meters; capacity/volume–cups, gallons, and liters; mass/weight–ounces, pounds, grams and kilograms; time–minutes, hours, days, weeks, months, year; money–pennies, nickels, dimes, quarters, dollars).					
PO 8. Compare units of measure to determine equivalent relationships (length–inches, feet, and yards; centimeters and meters; time–minutes, hours, days, weeks, months, year; money–pennies, nickels, dimes, quarters, and dollars).					
PO 9. Read a thermometer in Celsius and Fahrenheit to the nearest degree.					
5M-F3. Make estimates of measurement.					
PO 1. Estimate a measurement.					
PO 2. Compare the estimation to actual measure.					
PO 3. Evaluate the reasonableness of the estimation.					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
5M-F4. Use discrete mathematical models for graphs to represent everyday situations (e.g., determine how many ways to move from point A to point B on a grid).					
PO 1. Make a diagram to represent the number of combinations between 2 sets (e.g., “How many outfits can one make with 3 different colors of shirts and 2 different pairs of pants?”).					

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-M MATHEMATICS
MATHEMATICAL STRUCTURE/LOGIC**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, & FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC

Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6M-R1. Sort and classify objects according to observable attributes.					
6M-R2. Justify their answers and reasoning process.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
MATH STRUCTURE/LOGIC TOTAL: (page 33)					

SCORING: To obtain Mathematical Structure/Logic score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematical Structure/Logic Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
6M-F1. Recognize that numbers are used for different purposes in the world and a variety of mathematical notations represent these situations.					
PO 1. Formulate mathematical problems from everyday situations.					
6M-F2. Draw inductive and deductive conclusions about mathematics.					
PO 1. Extended a pattern using inductive reasoning (e.g., “What is the next number after 2, 4, 6, 8?”).					
PO 2. Make a prediction based on existing information (e.g., All the students in a 3 rd grade class are under 10 years old. How old will the next new student probably be?”).					
6M-F3. Distinguish between relevant and irrelevant information.					
PO 1. Select the information necessary to solve a given problem.					
6M-F4. Interpret statements made with precise language of logic (e.g., all, every, none, some, or many).					
PO 1. Use words such as <i>all</i> , <i>every</i> , <i>none</i> , <i>some</i> , and <i>many</i> to make reasonable conclusions about situations.					